

## **Residential Plan Instructions**

### **Section I. Personal Information**

Enter the person's name, address and phone number.

Preferred name: If the person wants to be called by a certain name or nick name, enter it here.

Primary contact: List the name, address and phone number of the primary contact.

Emergency contact: List the name, address and phone number of the emergency contact, if different from the primary contact. *Ask what kinds of information they want or do not want shared with the primary contact, to include but not limited to abuse allegations.*

### **Section II. Critical Information**

This section should contain the information that is critical to know about the person.

Do they have an allergy? If so, what is the reaction when exposed? How should staff respond to the allergic reaction i.e., call the nurse, call 911, etc?

Medication precautions - Example - Is the person taking a medication that requires them to stay out of the sun or to wear sunscreen? Drinks lots of water?

Behavioral alerts - Does the person exhibit self-abusive or dangerous behavior? Pica, etc?

Living Will, Advance Directives - Does the person have a living will or advance directives? If so, where are they located?

Other - List any other pertinent information that is critical to know about the person.

### **Section III: Personal Focus**

The intent of this section is to gather information about the person's preferences and priorities so that clear links are established between the objectives they are working on and their life goals.

*What do people like and admire about the person?* Gather more than one point of view. Ask all staff that work with the person or who know the person best, about positive traits, characteristics, strengths, accomplishments, etc.

*What is most important to the person?* What are the things that the person has to have? Cup of coffee before leaving for work? Twenty minutes to wake up? Time on the back porch alone? Regular contact with family, etc.?

*What are this person's life goals?* What dreams, desires or expectations for the future do they have? Do they want to live in an apartment? Own their own home? Work in a grocery store? Etc.

If the person cannot identify life goals, it is up to the people who know him/her best to expose them to opportunities to learn and develop interests. If goals are set by those who know the person best, they should be based on observations/experiences regarding preferences of the person.

*How is this person connected to the community?* Building connections outside the service delivery system is critical to achieving life goals. Is this person made aware of community functions/events? Does the person attend community events? Is he/she a member of any clubs?

Does he/she volunteer or give back to the community in some way? How often does this person go into the community - to eat out, shop, bank, etc.? Does the person directly interact in the community - or does staff do all the interaction?

*Describe relationships that are important to the person (include family, friends, staff, etc.)*

What family does the person have? How involved are they? What contact do they have? Does the person have friends at work? At home? Are they particularly close to any staff person?

*What is working well that needs to continue? Include progress on current training objectives that are going well..*

Examples: John is learning to cook and he really enjoys this. He is now working on learning to scramble an egg. He is 80% independent on step 3. He would like to be able to grocery shop as well.

Joe is learning how to do his laundry. He takes a lot of pride in learning this responsibility. He is 75% independent on the final step and will meet criteria for discontinuation soon.

Sam has been visiting his family two times per month. He seems much happier and more relaxed. The family needs to be encouraged to continue the regular contact.

What is not working well that needs to change? Summarize progress on training objectives that are not going well.

John is learning to manage his money. He is not interested at all in coin Identification and it is difficult to keep his attention in training sessions. We need approach this training differently.

Mary is on an objective to learn to do her banking independently. When staff take her to the bank, she has a tantrum and destroys things.

#### **Section IV: Safety/Supervision**

Note if person needs assistance to adjust water temperature, evacuate when alarm sounds, safety around household chemicals. If assistance is needed some sort of intervention must occur i.e. training objective, chemicals locked away, etc.

Describe how staff need to supervise the person during the day, when awake, sleeping, eating and bathing. You must include: frequency of supervision checks, method of checks, documentation required and frequency of documentation. Refer to 510-01-DD, "Supervision of People Receiving Services".

#### **Section V: Rights**

Indicate if the person has a legal guardian and explain scope of guardianship i.e. global, over medical decisions, financial, etc.?

Does the person have a clear understanding of their human, constitutional and civil rights?

If not, rights training should be implemented.

If help is needed who will provide assistance to the person in exercising rights?

List any rights that are currently restricted and if reviewed by Human Rights Committee.

#### **Section VI: Medical**

Note date of last physical. List any health conditions/diagnoses and the medications that are prescribed for each.

#### **Section VII: Adaptive Skills**

Check appropriate block to describe communication skills.

Does the person have hearing? Check appropriate box and list any adaptive devices and schedule of use.

How does the person get about? Walk? Use a wheelchair? Walker?

#### **Section VIII: Behavior**

If you indicate that the person displays dangerous behavior, a behavior support plan should be in place. If not, explain.

#### **Section IX: Skills Training**

Note the date of the most recent comprehensive functional assessment. Summarize the results of the assessment. If needs are identified that you will not be training on, explain. Identified training needs should be discussed with the person and prioritized according to his/her interests. Training objectives should be linked to one or more of the person's life goals.

For example:

One of Joe's life goals is to live in his own apartment. Assessments indicate that he cannot take his medications properly nor can he prepare a simple meal. Training objectives will be implemented in these areas so Joe can move closer to his goal of living in an apartment.